# Standards of Quality and Effectiveness for
# California Teachers of English Learners (CTEL) Programs Leading to CLAD Certification

**CTC**

**COMMISSION ON TEACHER CREDENTIALING**

*Ensuring Educator Excellence*

**A Handbook for Teacher Educators and Program Reviewers**

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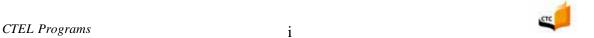| | |
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## Commission on Teacher Credentialing

## 2004-2005

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# Standards of Quality and Effectiveness for California Teachers of English Learners (CTEL) Programs Leading to CLAD Certification

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# A. Introduction to the California Teachers of English Learners (CTEL) Certificate Program Standards

**Foreward**

The Commission is the agency of California government that licenses teachers and other professionals who serve in the public schools. As the policy-making body that establishes and maintains standards for the education profession in the state, the Commission is concerned with the quality and effectiveness of the preparation of teachers and other school practitioners. On behalf of the education profession and the general public, one of the Commission's most important responsibilities is to establish and implement strong, effective standards of quality for the preparation and assessment of teachers who will teach English learners.

Twenty-five percent of all children enrolled in California public schools are designated as English learners and require specialized instruction in English language development. For these reasons, California has placed a high priority on preparing teachers to work with students from multicultural and linguistically diverse backgrounds. Since 1970, the State of California has required that classes designed to serve students primarily designated as English Learners in public schools must be taught by teachers who have the appropriate preparation to teach linguistically and culturally diverse students.

**Background**

The Bilingual/Crosscultural, Language, and Academic Development (B/CLAD) Certificates

AB 2987, passed in 1992 (California Education Code sections 44253.1- 44253.6), created a two-tiered teacher certification structure for teaching English learners. Known as the Bilingual, Crosscultural, Language and Academic Development Examination and Certificate, this structure has been in effect from 1994 to the present, and it consists of the following six tests or domains:

- Test 1: Language Structure and First- and Second-Language Development;
- Test 2: Methodology of Bilingual Instruction, English Language Development and Content Instruction;
- Test 3: Culture and Cultural Diversity;
- Test 4: Methodology for Primary-Language Instruction;
- Test 5: The Culture of Emphasis; and
- Test 6: The Language of Emphasis (listening, reading, speaking, and writing)

The first tier, called Crosscultural, Language and Academic Development (CLAD) Certificate, authorizes instruction for English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE). Candidates must pass the first 3 Tests (above) to earn this certification. The second level, called the Bilingual Crosscultural, Language and Academic Development (BCLAD) Certificate, authorizes instruction in ELD and SDAIE as well as instruction for primary-language development and content instruction in the primary language. Candidates must pass all six tests in order to earn the BCLAD Certificate.

**Development of the CTEL Examination and Program Routes for Experienced Teachers**

Changes to Examination and Course Routes for Teachers of English Learners under AB 1059 and SB 2042

Pursuant to California Education Code section 44259.5 (Chap. 711, Stats. 1999), all California Multiple and Single Subject Credential teacher preparation programs were required to satisfy a new standard established by the Commission for the preparation of teachers to teach English learners as of July 1, 2003. Since these AB 1059 coursework requirements address competencies in B/CLAD Tests 1 through 3, all Multiple and Single Subject credentials for individuals prepared in California now include an authorization to teach English learners.

Education Code § 44259.5 also required that the examination routes for experienced (already credentialed) and out of state teachers leading to English Learner authorizations must be updated to align with standards that addressed these same competencies within the approved program. To address this legal requirement, Commission staff selected a testing contractor, National Education Systems (NES) through a competitive bid process in spring of 2004. An expert panel, the English Learner Instructional Design Team (ELIDT) was convened to assist NES and Commission staff in reviewing and updating Tests 1 through 3 of the B/CLAD Examination. The revised examination is the California Teachers of English Learners (CTEL) examination and has been in use since December 2005. Since the Education Code requires that teacher examination routes and course routes be closely aligned, the development of standards for certificate programs for experienced teachers leading to a CLAD authorization were also included in the exam development contract and in the scope of work of the ELIDT.

The English Learner Instructional Design Team (ELIDT)

The Commission relies on the expertise of experienced California educators to inform standards and test development. In spring 2004, the Commission's Executive Director appointed the members of the English Learner Instruction Design Team (ELIDT) to advise Commission staff on development of the CTEL examination. Members of the team were chosen through an open nomination process.

The ELIDT consisted of the following representatives:
- directors of local Bilingual Teacher Training Programs;
- a classroom teacher of English learners;
- a school administrator;
- English learner education specialists from school districts, county offices of education, and postsecondary institutions;
- professors providing preparation to teachers of English learners at California State University, University of California, and independent institutions; and
- coordinators of English learner teacher education programs.

Essential Documents Used by the ELIDT

From their first meeting in 2004, the ELIDT used a number of documents as primary resources for their work. The documents listed below were essential for the panels' use in developing the CTEL Knowledge, Skills, and Abilities and the program standards that were adopted by the Commission.

- The Reading/Language-Arts Framework, adopted by the California State Board of Education in 2006

- The English-Language Development Standards for California Public Schools, adopted by the California State Board of Education in 1999

- *Teacher Preparation in California Standards of Quality and Effectivenes: Common Standards,* adopted by the Commission on Teacher Credentialing in 1993, amended in 1998, 2000, and 2002

- The *Standards of Program Quality and Effectiveness for Professional Teacher Preparation Programs*, adopted by the Commission on Teacher Credentialing in 2001

- The *Standards of Quality and Effectiveness for Professional Teacher Induction Programs*, adopted by the Commission on Teacher Credentialing in 2002

- The *Knowledge, Skills, and Abilities for the Crosscultural, Language, and Academic Development (CLAD) Examination*, adopted by the Commission in 1994

- The *Staff Development for Teachers of English Learners (SB 395) Program Advisory*, adopted by the Commission in 2001

- The TESOL/NCATE Program Standards, adopted in 2003

The K-12 student academic content standards and/or frameworks adopted by the California State Board of Education were the central documents used by the panels. The ELIDT used the English Language Arts Framework adopted by the California Department of Education in 1999 and Commission staff also did an alignment study of the draft CTEL Standards with the English/Language Arts Framework that was adopted by the California State Board of Education in 2006.

The *Standards of Program Quality and Effectiveness for Professional Teacher Preparation Programs* were also referenced by the panel in its development of the CTEL Knowledge, Skills, and Abilities and the CTEL Program Standards. This was to ensure that content of CTEL Programs and the CTEL Examination were closely aligned with the relevant content in the 2042 multiple and single subject teaching credential, since all of these routes lead to an equivalent English learner authorization. The standards of the national professional organizations such as those adopted by TESOL (Teachers of English to Speakers of Other Languages) also served as a guide and provided a comprehensive perspective for panel members.

Development and Validation of the Knowledge, Skills and Abilities (KSAs) Required for California Teachers of English Learners

The scope of work of the ELIDT included the development of Knowledge, Skills, and Abilities required for California teachers of English learners. The KSAs formed the foundation for both the CTEL Examination and the CTEL Program Standards, in order that the two authorization routes would be closely aligned with one another.

The following steps took place in the development and validation of the KSAs for California Teachers of English Learners (CTEL):

1. Development of preliminary Knowledge, Skills, and Abilities by ELIDT, NES, and staff.

2. Bias review of preliminary KSAs.

3. Statewide content validity survey of preliminary KSAs conducted with California classroom teachers and teacher educators.

4. Compilation of survey results.

5. Staff and NES alignment studies to confirm alignment of preliminary KSAs with ELD standards, SB 2042 teacher preparation and induction program standards, and TPEs.

6. Results of content validity survey and alignment studies presented to ELIDT and proposed KSAs were finalized.

The preliminary KSAs were also reviewed by the Bias Review Committee (BRC). The BRC is a group of educators from various backgrounds who are recruited through an open nomination process to assist the Commission in reviewing test content for sensitivity and fairness to all candidates. A listing of the BRC members who reviewed the preliminary KSAs is included in Appendix C.

The KSAs were subsequently adopted by the Commission at its June 1, 2005 meeting. These adopted KSAs became the basis for CTEL Examination and CTEL Program Standards.

Development of the CTEL Examination: Item Development and Standard Setting

CTEL Test Item development took place in Summer of 2005, with field test administrations taking place by embedding new items with the final CLAD Examination administrations from Fall 2005 to Spring 2006. The CTEL Examination has now replaced the Tests 1 through 3 of the B/CLAD Examination.

Using the approved KSAs, multiple-choice and constructed-response items for the CTEL were drafted, reviewed, and revised as needed by both the Bias Review Committee and the ELIDT. Once these items were field-tested, a panel consisting of some members of the ELIDT and other individuals with appropriate backgrounds in English learner instruction selected marker responses and scored the constructed-responses from the field test. Additionally, a test guide including the KSAs, test structures, and sample questions was developed to assist candidates in preparing to take the new CTEL.

On December 10, 2005, the first test administration of this new examination was conducted. On January 10-11, 2006 the standard setting study for the CTEL was held in Sacramento to

determine the initial passing standard recommendations of California educators. As of June, 2006, the CTEL Examination has replaced Tests 1 through 3 of the B/CLAD Examination. Candidates who pass all three tests of the CTEL examination will earn CLAD certification.

<u>Development and Adoption of the CTEL Program Standards for CLAD Certification</u>

The Commission has adopted guiding principles regarding the governance of educator preparation programs. Commission staff directed the English Learner Instructional Design Team to apply these general principles to the creation of standards and examination routes for authorizations for teaching English Learners:

- That the primary purpose of examination and program standards is to determine whether California public school teachers seeking certification have the knowledge and skills to provide instruction to English learners;

- That the examination and program routes require candidates to demonstrate the knowledge and skills necessary for California public school teachers to provide effective instruction to English learners;

- That the examination and the program standards are aligned with the Reading/Language Arts Framework adopted by the California State Board of Education, English Language Development Standards for California Public Schools, the Standards of Quality and Effectiveness for Teacher Preparation Programs, the Standards of Quality and Effectiveness for Teacher Induction Programs, and the TPEs;

The Commission fulfills one of its responsibilities to the public and the profession by adopting and implementing standards of program quality and effectiveness. While the Commission is charged with upholding high standards for the preparation of teachers it respects the considered judgments of educational institutions and professional educators and holds educators accountable for excellence. The premises and principles outlined above reflect the Commission's approach to fulfilling its responsibilities under the law.

The ELIDT developed two types of standards to guide institutional responses and expert review for CTEL Programs. The first type, called "Program Design Standards", make up Category I of the CTEL Program Standards. These standards inform institutions about the organizational structures and resources required for sponsorship of a CTEL program. Category II of the Standards Specific to CTEL Programs provides guidance on the instructional content of the curriculum as well as the competencies that candidates must demonstrate in order to meet the requirements of the CLAD Certificate. These standards, called the "Candidate Competency Standards" are closely aligned with the CTEL Knowledge, Skills, and Abilities.

Once the ELIDT completed the draft CTEL standards, Commission staff worked with formatting and organization in order to align with the most currently-developed standards of quality for teacher preparation. The Commission adopted the *Standards of Quality and Effectiveness for California Teachers of English Learners (CTEL) Programs* Leading to CLAD Certification on November 30, 2006.

**Overview of the CTEL Standards Handbook**

Section A provides background information on the certification of teachers to teach English learners and concludes with a statement by the English Learner Instructional Design Team. Section B of the handbook includes the CTEL standards. The Appendices include the "CTEL Knowledge, Skills and Abilities," information for implementation of CTEL Programs, and guidelines for submitting a program document.

**Contributions of the English Learner Instructional Design Team**

The Commission on Teacher Credentialing is indebted to all of the education professionals who served on the ELIDT for the successful creation of *Standards of Program Quality and Effectiveness for California Teachers of English Learners* (CTEL). CTC believes strongly that the standards in this handbook will improve the teaching and learning of English Learners in California's public schools.

**Requests for Assistance from Handbook Users**

The Commission periodically reviews its policies, in part on the basis of responses from colleges, universities, school districts, county offices, professional organizations and individual professionals. The Commission welcomes all comments and questions about the standards and other policies in this handbook, which should be addressed to:

Commission on Teacher Credentialing
Professional Services Division
1900 Capitol Avenue
Sacramento, California 95814-4213

# B: Standards of Quality and Effectiveness for California Teachers of English Learners

**Definitions of Key Terms**

California state law authorizes the Commission on Teacher Credentialing to set standards and requirements for preparation of California teachers.

Preconditions

A precondition is a requirement for initial and continued program approval. Unlike standards, preconditions specify requirements for program compliance, not program quality. Commission staff determines whether a program complies with the adopted preconditions on the basis of a program document provided by the college or university. In the program review sequence, a program that meets all preconditions is eligible for a more intensive review to determine whether the program's quality satisfies the Commission's standards. Preconditions for CTEL Programs are on the next page.

Standards

Standards are state policies adopted by the Commission On Teacher Credentialing to describe acceptable levels of quality in certificate programs that are offered by regionally-accredited colleges and universities that award baccalaureate degrees. Each standard is elaborated by Required Elements for that standard. Program reviewers selected by the Commission must find that a program meets each standard. When they do so, CTC approves the program.

Standards are statements of program quality that must be fulfilled for initial or continued approval of teacher preparation program by the Commission. In each standard, the Commission has described an acceptable level of quality in a significant aspect of teacher preparation and certification. The Commission determines whether a program satisfies a standard on the basis of an intensive review of all available information related to the standard.

Essential Questions

Essential Questions guide institutions in developing programs that meet the standards and guide program review panels in judging the quality of a program in relation to a standard. Institutions do not need to develop responses to each Essential Question. The Commission expects the review panel to evaluate responses to each standard in by considering the following: 1) the quality and thoroughness of the response,; and 2 ) whether sufficient supporting evidence has been provided by the institution to illustrate how the standard is addressed. For candidate competency standards, supporting evidence should illustrate when and how the standard is addressed in the candidate's program, and what outcomes or assessments will be used by the program to ensure that the candidates have mastered the competencies described.

# Preconditions for the Approval of
# California Teachers of English Learners (CTEL) Programs for
# CLAD Certification

To be approved by the Commission, a California Teachers of English Learners (CTEL) Program for CLAD Certification must comply with the following preconditions.

1. Per Title 5, Section 80015 (a)(3), each program for the California Teachers of English Learners shall require completion of 24 semester units (or 36 quarter units) or 12 upper-division/graduate semester units (or 18 quarter upper division/graduate quarter units) in the approved course work for the certificate.

2. Per Title 5, Section 80015.2(a), applicants recommended for a Crosscultural, Language, and Academic Development Certificate (CLAD) must possess a valid California teaching credential, services credential, children's center instructional permit, or children's center supervision permit which authorized the holder to provide instruction to pupils in preschool, kindergarten, any of grades 1 to 12 inclusive, or classes primarily organized for adults except the following:

   a. Emergency credentials or permit,

   b. Exchange credentials as specified in Education Code Section 44333,

   c. District intern certificates as specified in Education Code Section 44325,

   d. Sojourn certificated employee credentials as specified in Education Code Section 44856;

   e. Teacher education internship credentials as specified in Article 3 (commencing with Education Code Section 44450) of Chapter 3;

In addition to describing how a program meets each standard of program quality in this handbook, the program document by an institution shall include the course titles, unit designations, catalog descriptions and syllabi of all courses in the program that are used to meet the standards. Program documents must include a matrix that identifies which courses meet which standards.

Institutions may determine whether the standards are addressed through one or more courses for each commonly taught subject or courses offering integrated study of these subjects. Coursework offered by any appropriate department(s) of a regionally accredited institution may satisfy the preconditions and standards in this handbook.

# STANDARDS

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## Common Standards for Educator Preparation Programs

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The Common Standards deal with aspects of program quality that are the same for all credential programs. The institution responds to each Common Standard by providing pertinent information, including information about individual programs. For each Common Standard, questions are included which will assist team members during training and continuing accreditation reviews. The questions can also be used by institutions as they reflect upon the quality of their programs and for assistance in the preparation proposals for initial accreditation of programs and self-study reports for continuing accreditation. Included in italics within the Common Standards are particular common standards issues which must be addressed for internship programs.

**June 1998**
**Commission on Teacher Credentialing**
**(Revised May 2002)**

# Standard 1

## Education Leadership

**The institution (faculty, dean/director and institutional administration) articulates and supports a vision for the preparation of professional educators. All professional preparation programs are organized, governed, and coordinated with the active involvement of credential program faculty. Institutional leadership fosters cohesiveness in management; delegates responsibility and authority appropriately; resolves each professional preparation program's administrative needs as promptly as feasible; and represents the interests of each program in the institution, the education profession, and the school community.**

### Questions to Consider

*The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.*

- How clear is the leadership's vision for the preparation of educators? How well does this vision shape the design and delivery of each credential program? What evidence is there that the leadership of the institution supports the goals and purposes of each program?

- How well does the leadership of the institution develop a unified sense of teamwork among the administrators of sub-units, including credential programs?

- How clear are the lines of authority and responsibility for the management of each credential program? In what manner are program coordinators involved in appropriate decision-making bodies within the institution?

- How prompt is the leadership of the institution in addressing and resolving problems in credential programs that are amenable to administrative solutions?

- How frequently and openly does the institutional leadership confer with the faculties who teach credential candidates and supervise their field experiences?

- To what extent is institutional leadership seen as an advocate for the credential programs within the institution, the education profession as a whole, and the local school community?

### Internship Programs

*For an internship program: Each participating school district works with the institution to give appropriate attention to the effective operation of the program. Because interns function as employees of the school district, it is important that the school district ensure that the program is operating in a manner to further the educational goals of the district. The employing school district supports the goals and purposes of the program and assures the college or university that the appropriate support for the intern is available in the district*

# Standard 2

# Resources

**Sufficient resources are consistently allocated for the effective operation of each credential preparation program, to enable it to be effective in coordination, admission, advising, curriculum, instruction, and field experiences. Library and media resources, computer facilities, and support personnel, among others, are adequate.**

### Questions to Consider

*The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.*

- How adequate are personnel resources (including sufficient numbers of full and part-time positions for instructional faculty, field supervisors and support personnel) to staff each credential program and maintain its effectiveness?

- How well does the institution provide a critical mass of faculty resources to provide breadth and depth of expertise to support an effective program of instruction and supervised field experience in each credential area? Do credential candidates have sufficient opportunity for contact with faculty members?

- To what extent do faculty, staff, and candidates have access to appropriate buildings, classrooms, offices, study areas, furniture, equipment, library services, computers, media, and instructional materials? Are these resources sufficient and adequate?

- To what extent do faculty, staff, and candidates have equitable and appropriate access to computer-based technology, information and network resources for teaching and learning?

- To what extent do faculty, staff, and candidates have adequate technical support services for maintenance and training to support instructional goals?

## Internship Programs

*For an internship program: Each participating school district works with the institution to provide sufficient resources to fulfill the needs of the program. Because interns function as employees of the school district, it is important that the school district provide sufficient resources, in addition to intern salaries, to assure the success of the program. The employing school district provides access to the resources to allow the intern to perform successfully in his or her position.*

# Standard 3

## Faculty

**Qualified persons are hired and assigned to teach all courses and supervise all field experiences in each credential preparation program. Faculty reflect and are knowledgeable about cultural, ethnic, and gender diversity. The institution provides support for faculty development, and recognizes and rewards outstanding teaching. The institution regularly evaluates the performance of course instructors and field supervisors, and retains in credential programs only those individuals who are consistently effective.**

### Questions to Consider

*The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.*

- How effectively does the institution ensure that each credential program course and field experience is assigned to a faculty member who has an appropriate background of advanced study and professional experience that are directly related to his/her assignment(s) in the program?

- How does the institution develop and utilize recruitment policies and goals to ensure the equitable hiring of faculty in credential preparation programs?

- How does the institution ensure that all faculty members and field supervisors have current knowledge of schools and classrooms that reflect the cultural diversity of society?

- How well does the institution follow equitable procedures for the identification of effective and ineffective course instructors and field supervisors?

- What procedures are in place to remove ineffective course instructors and field supervisors from their assignments in credential preparation programs? How consistently are the procedures applied?

- How does the institution recognize excellence as a teacher, supervisor, and/or advisor in appointing, promoting and recognizing faculty members?

- How does the institution ensure that all faculty members (full time and part time) have access to adequate resources for their professional development, including resources to support research, curriculum study and program development?

# Standard 4

# Evaluation

**The institution regularly involves program participants, graduates, and local practitioners in a comprehensive evaluation of the quality of courses and field experiences, which leads to substantive improvements in each credential preparation program, as needed. Meaningful opportunities are provided for professional practitioners and diverse community members to become involved in program design, development and evaluation activities.**

## Questions to Consider

*The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.*

- To what extent is the evaluation system based upon criteria that are related to the design, rationale, goals and objectives of each program, and to the competence and performance criteria that are used to assess candidates in the programs?

- How does the institution collect information about each program's strengths, weaknesses and needed improvements from all participants in the program, including course instructors, university and district supervisors, the employers of recent graduates, and each cohort of candidates during their enrollment and following their program completion? How comprehensively and frequently is information compiled?

- In what manner is evaluation information used to make qualitative decisions about credential preparation programs?

- As improvements in programs are considered, to what degree are they based on the results of program evaluation, the implications of new knowledge about teaching and schooling as it relates to each credential area, and the identified needs of schools and districts in the local service region?

- In what ways are meaningful and substantive opportunities provided for professional practitioners in multiple credential areas and persons who represent the diversity of the community to be involved in program evaluation and development activities?

## Internship Programs

*For an internship program: The system of program evaluation and development includes representatives of the participating district(s), and representatives of persons who hold the affected credential from the participating district(s). Because interns perform the duties of fully certificated holders of the credential, it is important that representatives of these certificated employees, along with district representatives, participate fully in the development and*

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*evaluation of the internship program.  The ongoing evaluation and development system includes substantive involvement from the institution, participating school districts, and representatives (the certificated exclusive representatives, if applicable) of holders of the affected credential.*

# Standard 5

# Admission

**In each professional preparation program, candidates are admitted on the basis of well-defined admission criteria and procedures (including all Commission-adopted admission requirements) that utilize multiple measures.  The admission of students from a diverse population is encouraged.  The institution determines that candidates meet high academic standards, as evidenced by appropriate measures of academic achievement, and demonstrate strong potential for professional success in schools, as evidenced by appropriate measures of personal characteristics and prior experience.**

### Commission-Adopted Credential Program Admission Requirements

**Multiple and Single Subject Credential Programs - As a group, candidates admitted into the program each year have attained the median or higher in an appropriate comparison population on one or more indicators of academic achievement selected by the institution. Each individual has personal qualities and preprofessional experiences that suggest a strong potential for professional success and effectiveness as a teacher.**

*All Internship Programs - Each internship candidate has had prior experiences and personal qualifications to enable candidates to perform at the level of responsibility required of an intern. Because interns perform the duties of fully certificated holders of the credential prior to the completion of a preparation program, it is important that they have had prior experiences which would adequately prepare them for the actual responsibilities of the position.  When applicant's qualifications are evaluated, the program's admission criteria shall consider relevant experience and background to account for the increased responsibilities of interns.*

**General Advanced Credential Program Admission Requirements - As a group, candidates admitted into the program each year have attained a level of academic qualifications, using one or more indicators, equivalent to or higher than candidates admitted to other post-baccalaureate programs offered by the institution.  Each individual has personal qualities and prior experiences that suggest a strong potential for professional success and effectiveness in the specialist or service area.**

**Library Media Teacher Credential Program Admission Requirements - Candidates admitted into the program have met requirements that are comparable to those of other advanced programs at the institution and have demonstrated professional qualities and experiences that indicate a strong potential for professional success and effectiveness as a library media teacher.**

**Health Services/School Nurse Credential Programs Admission Requirements - As a group, candidates admitted into the program each year have attained a level of academic qualifications, using one or more indicators, equivalent or higher than candidates admitted to other post-baccalaureate programs offered by the institution.  Each admitted candidate holds valid licensure as a registered nurse in California and the appropriate academic**

degree as determined by the institution.  Each individual has personal attributes and professional skills that suggest a strong potential for professional success and effectiveness as a school nurse.

**Preliminary Administrative Services Credential Programs** - As a group, candidates admitted into the program each year have attained a level of academic qualifications, using one or more indicators, equivalent to or higher than candidates admitted to other post-baccalaureate programs offered by the institution.  Each individual has a record of professional accomplishment demonstrating leadership potential, and exhibits consistent adherence to moral and ethical standards of behavior.

**Professional Administrative Services Credential Programs** - Candidates are admitted into the program in a timely way, once it has been determined that they have successfully completed academic programs for the Preliminary Administrative Services Credential that have been approved by the Committee on Accreditation, or have completed the equivalent at an out-of-state institution, and are employed by a local educational agency in an administrative position.

## Questions to Consider

*The following questions are designed to assist accreditation team members during training and continuing accreditation reviews.  They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.*

- To what extent are the admission criteria and procedures clearly described and available to prospective candidates for credentials?

- What are the multiple measures used by the institution to define the academic achievement and professional potential of credential candidates?

- For the basic teaching credential programs, does the institution define an appropriate comparison group?  Does each admitted candidate have an undergraduate GPA that is above the median GPA for the comparison group?

- For advanced credential programs, does each admitted candidate meet the institutional standards for graduate study?

- How does the institution determine and evaluate each applicant's personal qualities and preprofessional qualifications, (including entry level computer skills) for example, personal interviews with candidates, written evaluation of candidates' prior experiences with children and youth, and prior leadership activities?

- What alternative criteria and procedures are used to encourage admission of candidates from underrepresented groups?

- To what extent do the institution's recruitment and admissions policies and practices reflect a commitment to achieve a balanced representation of the population by gender, race, ethnicity and disability and to encourage admission of candidates from the institution's service area?

- How do the admissions criteria consider the candidates' sensitivity to (and interest in) the needs of children and youth, with special consideration for sensitivity to those from diverse ethnic, cultural and socioeconomic backgrounds?

# Standard 6

## Advice and Assistance

**Qualified members of the institution's staff are assigned and available to advise candidates about their academic, professional and personal development, as the need arises, and to assist in their professional placement. Adequate information is readily available to guide each candidate's attainment of all program and credential requirements. The institution assists candidates who need special assistance, and retains in each program only those candidates who are suited for entry or advancement in the education profession.**

### Questions to Consider

*The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.*

- How does the institution ensure that student services, including academic advisement, professional assessment, personal counseling and career placement services are provided by qualified individuals who are assigned those responsibilities?

- How are the individuals who provide advice and assistance selected, trained and informed of changing requirements?

- Are student services provided equitably and made available when the candidates need them?

- In what manner does the institution provide (a) advice regarding the realities and opportunities for entry into different areas of professional service and (b) assistance for candidates in the pursuit of employment upon completion of their programs?

- What special opportunities are provided for candidates who need special assistance? How are candidates provided with information about the availability of special assistance?

- How does the institution review each candidate's competence at designated checkpoints, inform the candidates of their status, provide opportunities for corrective learning, and only then dismiss those who are determined to be unsuited for professional service?

- How are the requirements for each credential program and information about available services made accessible to prospective and current candidates?

- How well does the institution ensure that each candidate is informed in writing early in his/her program about the program's prerequisites, coursework requirements, course scheduling within the program sequence, field experience requirements, and the specific deadlines for making satisfactory progress in the program? How are candidates informed about the legal requirements for state certification? How are they also informed about the individuals who are available to provide services to them?

- How are candidates informed about the multiple pathways available for obtaining certification.

- How are candidates informed of credential requirements changed as a result of new statutes and regulations?

- How are candidates informed of the requirements to renew the credential and/or complete the advanced level?

- In what manner is each candidate informed about institutional grievance and appeal procedures?

## Internship Programs

*For an internship program: Faculty from the institution develop an individual plan for the mentoring support and professional development of each intern while in the program. Because interns perform the duties of fully certificated holders of the credential, it is important that they have support in the performance of their tasks and the planning for their professional development. This support should be similar to that which is provided for new teachers hired by the district. Specifically, they should have an individual plan for professional development and the support of one or more mentor teachers. The individual plan for support and professional development is developed for each intern in consultation with the intern and the employing school district. The individual plan includes the provision for mentoring experiences.*

# Standard 7

## School Collaboration

**For each credential preparation program, the institution collaborates with local school personnel in selecting suitable school sites and effective clinical personnel for guiding candidates through a planned sequence of fieldwork/clinical experiences that is based on a well developed rationale.**

### Questions to Consider

*The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.*

- For each credential preparation program, to what extent does an effective and ongoing system of communication and collaboration exist between the institution and local districts and school sites where candidates are placed for their field experiences?

- To what extent does the institution, in consultation with local administrators and teachers, have clear, explicit criteria for the selection of schools and district field experience supervisors? How effectively does the institution seek to place candidates in self-renewing schools in which the curriculum and the staff develop continually?

- To what extent is there a description of the fieldwork/clinical experience options that are available and how those options correspond to the organizational structure and academic requirements of each credential program?

- How does the institution ensure that each credential candidate's field/clinical experiences are planned collaboratively, involving the candidate, school district personnel and institutional personnel?

- To what extent does the institution provide opportunities for candidates to be placed in schools where computer-based technology is used to support teaching and learning?

- How thoroughly does the institution periodically review the suitability and quality of all field placement sites?

- To what extent does the institution review each candidate's fieldwork/clinical placement to ensure that candidates are assigned to appropriate sites supervisors?

- How well developed is the institution's plan and rationale for the sequence of field experiences in each credential program?

**Internship Programs**

*For an internship program:  The very nature of an internship program requires collaboration at every stage of the program.   This includes the selection of district supervisors of interns, placement of interns in teaching positions and shaping and evaluation of the internship assignments.*

# Standard 8

## District Field Supervisors

**Each district-employed field experience supervisor is carefully selected, trained in supervision, oriented to the supervisory role, and certified and experienced in either teaching the subject(s) of the class or performing the services authorized by the credential. District supervisors and supervisory activities are appropriately evaluated, recognized and rewarded by the institution.**

### Questions to Consider

*The following questions are designed to assist accreditation team members during training and continuing accreditation reviews. They may also assist institutions in preparing proposals for initial accreditation of programs and self-study reports for continuing accreditation.*

- How does the institution ensure that each candidate's field experiences are supervised by district personnel who have state certification, academic preparation and successful experience in the credential area? How do they determine that they have remained current with changes in the profession and the student population?

- How thoroughly and promptly does the institution provide for the effective role-orientation and supervisory training of each district field experience supervisor.

- To what extent does each district field experience supervisor demonstrate skills in observation and coaching techniques and in ways of successfully fostering learning in adults?

- How are fieldwork/clinical experiences evaluated collaboratively, involving the candidate, school district personnel and institutional personnel?

- To what extent does the institution recognize and reward district field experience supervisors for their services, through letters of recognition or incentives, such as tuition credits, conference attendance allowances, or instructional materials?

## Internship Programs

Each intern receives support from one or more certificated person(s) who are assigned at the same school, at least one of whom is experienced in the curricular area(s) of the intern's assignment. Each person who supports one or more interns is trained in support techniques, oriented to the support role and appropriately evaluated, recognized and rewarded by the institution and/or the district. Support personnel are particularly important because interns do not have the benefit of the assistance of a cooperating (supervisory) teacher as a student teacher would have.

# Standards Specific to CTEL Programs

# Category I: Program Design Standards

**Standard 1:   Program Philosophy, Design, and Coordination**

The design of the program follows from an explicit statement of program philosophy and purpose and is coordinated effectively in accordance with a cohesive design that has a cogent rationale. The program philosophy articulates a clear understanding of the instructional needs of English learners. The sponsoring institution shows a high priority to the program, providing appropriate supports the program and a demonstrated commitment to teacher training and to English learner education. The program has a site leadership team whose members are qualified in the areas of teacher training and English Learner instruction. The program demonstrates initial and ongoing collaboration with local school districts in order to reflect the needs of teachers of English Learners at the local *and* state level. This on-going coordination between the CTEL program and other teacher development programs is designed to strengthen the learning-to-teach continuum for teachers of English learners. The curriculum is designed around the Knowledge, Skills, and Abilities for California Teachers of English Learners (CTEL), and provides candidates with a depth of knowledge regarding current research-based theories and research in the specialized instruction of English language development (ELD). The program shows candidates how to help English learners to access grade level content instruction and how to provide benchmarks of English learners' progress towards California's Reading and Language Arts Framework (2006).

**Essential Questions:**

1.1   How does the program design and statement of philosophy show a clear and in-depth understanding of and commitment to linguistically and culturally responsive instructional needs of English learners?

1.2   How does the sponsoring institution specify the roles, responsibilities and time commitment of one or more qualified program leaders responsible for the overall direction of the program? Are the roles and responsibilities appropriate to the scope of the program? How does the program show that members of the leadership team have in-depth, up-to-date knowledge necessary to be able to implement a certificate program for teacher certification for the teaching of English Learners?

1.3   How does the program design respond to local contexts, including state education policies and goals for the teaching of English Learners and the inclusion of parent and community voice?

1.4 How does the program design include formal linkages established across the learning-to-teach continuum?  Is formal communication established and maintained between preliminary teacher preparation programs and this program?

1.5 How does the program provide a variety of learning experiences that model effective and equitable curriculum practices, instructional strategies, and assessment techniques for English Learners, including those described in the K–12 English Language Development Standards?

1.6 How does the program provide candidates with in-depth knowledge about the relationship between the English Language Development Standards (1999) and the California Reading-Language Arts Framework (2006)?  How are candidates required to demonstrate this connection in the design and implementation of curricula and assessments for English learners?

**Standard 2:   Equity and Diversity**

The program provides all teacher candidates adequate opportunities to learn and apply instructional and curricular practices that ensure equal access to the core curriculum and to meet the state-adopted academic content standards and performance levels for all students. The institution addresses the requirements of Sections 200 and 201 (Statutes of 1999, Chapter 587) in its program curriculum and examines cultural similarities and differences that include, but are not limited to, those of gender, race, ethnicity, socioeconomic status, religion, sexual orientation, and exceptionality?   Included in the program are critical understandings, knowledge and appreciation of the perspectives and contributions of diverse groups within the area of research-based English Learner instruction theories and methodologies.   The institution also addresses equity and diversity in its hiring practices and in its recruitment of candidates for the program.

**Essential Questions:**

2.1   How does the program curriculum address the requirements of Education Code Sections 200 and 201 (Statutes of 1999, Chapter 587) and examine cultural similarities and differences that include, but are not limited to, those of gender, race, ethnicity, socioeconomic status, religion, sexual orientation, and exceptionality?

2.2   How does the program's curriculum reflect the perspectives and contributions of linguistically and culturally diverse groups in the study of English Learner education?

2.3   How does the program prepare candidates to effectively teach diverse students and increase their knowledge and understanding of the background experiences, languages, skills, and abilities of these student populations?  What components of the program teach candidates to apply appropriate pedagogical practices that provide access to the core curriculum and lead to high achievement for all students?

2.4   How does the program design include study and discussion of the historical and cultural traditions of the major cultural and ethnic groups in California, and examination of effective ways to include cultural traditions and community values and resources in the instructional program of a classroom?

2.5   How does the program develop each candidate's ability to recognize and minimize bias in the classroom, and to create an equitable classroom community that contributes to the physical, social, emotional, and intellectual safety of all students?

2.6   How does the program incorporate classroom practices and instructional materials that provide teacher candidates from all backgrounds equal access to the content of the program?

2.7   How does the program provide teacher candidates adequate opportunities to examine equity and diversity issues in the assessment of English Learners and the ways to address these issues?

**Standard 3:    Evaluation and Assessment of Candidates**

The certificate program creates clear guidelines by which the candidate will be assessed.  The program demonstrates a careful and systematic documentation of candidate performance to determine whether he or she has fulfilled the *Competency Standards of Quality and Effectiveness for TEL Certification.*   The program uses multiple measures from formative and summative assessments that are consistent with the scope and content of the *Competency Standards*.

**Essential Questions:**

3.1    Do assessments within the certificate program include multiple measures that include oral and written examinations as well as performance-based assessments such as presentations, research projects portfolios, lesson-planning activities, and interviews?

3.2    Is the scope and content of each assessment congruent with the specifications for the Knowledge, Skills, and Abilities indicated in the *Competency Standards* for the certificate?

3.3    Are formative assessment measures and procedures used to provide candidates with timely and constructive feedback on the teacher's skills and knowledge pertaining to the teaching of English Learners?

3.4    Is there an end-of program summative assessment for certification with a defined process that is clearly stated and outlined for the candidates; and incorporates multiple measures for evaluation of the candidate's mastery of the *Competency Standards*?

3.5    Do program leader(s) and professional development providers regularly evaluate the quality, fairness, and effectiveness of the assessment process, including its consistency with program requirements?

3.6    How does the sponsoring institution determine, establish, and implement a standard of minimum scholarship (such as overall GPA, minimum course grade, or other assessments) of program completion as requirements for program completion and certification?

## Standards Specific to CTEL Programs

# Category II: Candidate Competency Standards

**Standard 4: Language Structure and Use**

The program provides candidates with opportunities to develop research-based conceptual understanding of language systems, structures, forms, functions, and variation. The coursework requires candidates to analyze how language forms and structures (e.g., phonology and morphology, syntax and semantics) can affect English learners' comprehension and production of aural and written language forms, and to apply this knowledge to identify effective strategies to promote English learners' literacy and communicative competence. The coursework teaches candidates about language functions and variation (e.g., social functions, dialectical variations), and about discourse and pragmatics so that they can be directly applied to the instruction and assessment of English Learners in order to promote their language development, communicative competence, and academic achievement. The program also prepares candidates to identify and address areas in which to build positive transfers from the first language to the second and specific linguistic and sociolinguistic challenges English Learners may experience in developing social and academic English.

**Essential Questions:**

4.1 How does coursework provide candidates with knowledge regarding **phonology and morphology** and how these features of English can be considered in the development of strategies, including work analysis for promoting relevant aspects of English learners' language development? How does the program build candidates' skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test 1, Domain 1, Competency 001?

4.2 How does the certificate coursework provide candidates with knowledge regarding **syntax and semantics**? How does the program build candidates' skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test/Section 1, Domain 1, Competency 002?

4.3 How does the coursework provide candidates with knowledge regarding **language functions and variation** and how to apply this knowledge to promote English learners' literacy and communicative competence? How does the program build candidates' skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test/Section 1, Domain 1, Competency 003?

4.4 In what ways does the program provide candidates with strategies on how to create an instructional environment that respects English learners' home language and variety of

English while promoting communicative competence in social and academic standard English? How does the program build candidates' skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test/Section 1, Domain 1, Competency 003?

4.5   How does the coursework provide candidates with knowledge regarding **discourse**? What materials, methods and assignments does the program use to have candidates learn and apply strategies to help English learners' discourse competence (e.g., ability to engage in oral and written discourse that is fluent, coherent, and cohesive)? How does the program build candidates' skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test/Section 1, Domain 1, Competency 004?

4.6   How does the coursework provide candidates with knowledge regarding **language pragmatics** and to apply this knowledge to evaluate and promote English learners' communicative competence? How does the program build candidates' skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test/Section 1, Domain 1, Competency 005?

4.7   How does the program require candidates to recognize examples of positive cross-linguistic transfer of linguistic forms and structures that help English learners and instances of cross-linguistic transfer that might create challenges for English learners? How does the program require candidates to use this knowledge in planning and implementing curricula for English learners?

**Standard 5: First- and Second-Language Development and Their Relationship to Academic Achievement**

The program enables candidates to analyze current research-based theories, processes, and stages of language acquisition, including the cognitive processes involved in language acquisition and the difference between first- and second-language acquisitions. The coursework provides candidates with a broad and deep understanding of these theories, models, and processes of second language acquisition, and requires candidates to demonstrate their application to instructional planning and practices for teaching literacy to English learners. The coursework provides candidates with materials, methods and assignments so that candidates can demonstrate an understanding of cognitive, linguistic, physical, affective, sociocultural, and political factors that can affect second language development. The program requirements require that candidates analyze how this knowledge can be directly applied to the instruction of English Learners in order to build upon students' prior knowledge and promote their language development and academic achievement.

**Essential Questions:**

5.1 How does the coursework provide candidates with knowledge of research-based **theories, processes, and stages of language acquisition**? How does the program build candidates' skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in <u>CTEL Test/Section 1, Domain 2, Competency 006</u>?

5.2 In what ways does the coursework provide candidates knowledge of current research-based **theories, models, and processes of second-language acquisition?** How does the program build candidates' skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in <u>CTEL Test/Section 1, Domain 2, Competency 007</u>?

5.3 In what ways does the coursework provide candidates knowledge of **cognitive, linguistic, and physical factors affecting language development** (e.g., prior knowledge, cognitive/learning styles, positive and negative language transfer, age, disabilities, lack of formal school experience) and to analyze the pedagogical implications of these factors for the instruction of English learners? How does the program build candidates' skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in <u>CTEL Test/Section 1, Domain 2, Competency 008</u>?

5.4 In what ways does the coursework provide candidates knowledge of **affective factors affecting language** development (e.g., motivation, inhibition, anxiety, self-esteem) so that they can analyze the pedagogical implications of these factors for the instruction of English learners? How does the program build candidates' skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in <u>CTEL Test/Section 1, Domain 2, Competency 009</u>?

5.5 In what ways does the coursework provide candidates knowledge of **sociocultural and political factors affecting second-language development** (e.g., family expectations,

acculturation patterns, value systems, prior educational experiences, school culture and organization, differential status of the primary language or dialect and the target language, language planning and policies, community influences) and to analyze the pedagogical implications of these factors on program organization and instruction for English learners? How does the program build candidates' skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in <u>CTEL Test/Section 1, Domain 2, Competency 0010</u>?

**Standard 6: Assessment of English Learners**

The program provides candidates with opportunities to develop conceptual research-based understanding of standards-based assessment of English learners' academic progress. Coursework requires candidates to analyze the role, purposes, and features of various formative and summative assessments and to evaluate the benefits and limitations of specific formal and informal assessments for use with English Learners, including evaluating assessment instruments and methods for cultural and linguistic bias. Coursework also requires candidates to learn how to differentiate and scaffold assessments for and to provide feedback to English Learners. The program also requires candidates to interpret and use the results of assessments to help English learners achieve success in standards-based language curriculum and in content area instruction.

**Essential Questions:**

6.1 How does the certificate program coursework provide candidates with knowledge regarding **principles of standards-based assessment and instruction**? How does the program build candidates' skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in <u>CTEL Test/Section 2, Domain 1, Competency 001</u>?

6.2 How does the coursework provide candidates with knowledge regarding the **role, purposes, and types of assessments** that are to be administered to English learners? How does the program build candidates' skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in <u>CTEL Test/Section 2, Domain 1, Competency 002</u>?

6.3 How does the certificate program provide candidates with knowledge and skills on how to evaluate assessment instruments for use with English learners in order to minimize cultural and linguistic bias? How does the program build candidates' skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in <u>CTEL Test/Section 2, Domain 1, Competency 002</u>?

6.4 How does the certificate program coursework provide candidates with knowledge regarding **language and content-area assessments** for English learners? How does the program build candidates' skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in <u>CTEL Test/Section 2, Domain 1, Competency 003</u>?

**Standard 7: Foundations of English Language/Literacy Development and Content Instruction**

The program provides candidates with opportunities to develop conceptual understanding of the historical, legal, and legislative foundations of instructional programs for English learners, including federal and state laws and policies, legal decisions, and demographic changes at the local, state, and national levels. The program provides candidates with philosophies and assumptions underlying various instructional program models methods for English learners, as well as current research on the effectiveness of these various models and methods of instruction. The coursework provides candidates with knowledge of the foundations of English language literacy, including the links between oral and written language and the affects of personal factors on English language literacy development. The program coursework develops candidates' conceptual and applied knowledge about the instructional planning, organization, and delivery for English Learners, including effective resource use. Coursework also provides candidates with conceptual understanding and applied knowledge of current approaches, methods, and strategies used in English Language/Literacy Development, Content-based English Language Development (ELD) instruction, and Specially Designed Academic Instruction Delivered in English (SDAIE).

**Essential Questions:**

7.1   How does the certificate coursework provide candidates with knowledge regarding the **foundations of instructional programs for English Learners,** including federal and state laws and policies, legal decisions, and demographic changes at the local, state, and national levels?   How does the program build candidates' skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in <u>CTEL Test/Section 2, Domain 2, Competency 004</u>?

7.2   How does the coursework provide candidates with knowledge regarding the **foundations of English language literacy**? How does the program build candidates' skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in <u>CTEL Test/Section 2, Domain 2, Competency 005</u>?

7.3   How does the coursework provide candidates with knowledge regarding **instructional planning and organization for ELD and SDAIE**?   How does the program build candidates' skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in <u>CTEL Test/Section 2, Domain 2, Competency 006</u>?

7.4   How does the coursework provide candidates with knowledge regarding **components of effective instructional delivery in ELD and SDAIE**?   How does the program build candidates' skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in <u>CTEL Test/Section 2, Domain 2, Competency 007</u>?

7.5   How does coursework provide candidates with knowledge regarding **effective resource use in ELD and SDAIE**?   How does the program build candidates' skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in <u>CTEL Test/Section 2, Domain 2, Competency 008</u>?

**Standard 8: Approaches and Methods for English Language Development and Content Instruction**

The program provides candidates with the ability to demonstrate knowledge of English language development research-based theories and frameworks and to apply these theories to assist English learners with English language literacy. The coursework teaches candidates about the theoretical goals, key features, and the effectiveness of current ELD approaches, in addition to those goals and features of instructional approaches outlined in the California Reading/Language Arts Framework (2006). The program enables candidates to deliver standards-based English language development instruction and English language arts instruction that are informed by assessment and appropriate for English Learners in the areas of listening and speaking, reading and writing. The coursework provides candidates with the ability to understand, apply, and evaluate key procedures used in planning and implementing SDAIE lessons, including the use of language objectives and grade-level content objectives in the lesson, selecting and applying multiple strategies to access core content and assess students' prior knowledge, provide students with cognitively engaging input, and to augment and/or modify content-area texts and textbooks to address English learners' language needs. The coursework develops candidates' ability to utilize the methodology of ELD, Content-based ELD, and SDAIE to scaffold student acquisition of language and grade-level content knowledge across the curriculum and to target listening, speaking, reading and writing skills as appropriate to the student's level of language proficiency.

**Essential Questions:**

8.1   How does the certificate coursework provide candidates with knowledge regarding research-based **approaches and methods** for teaching English language development as outlined in the ELD Standards and ELA Framework adopted by the State Board of Education? How does the program build candidates' skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in <u>CTEL Test/Section 2, Domain 3, Competency 009</u>?

8.2   How does the coursework provide candidates with knowledge of strategies for promoting **listening and speaking** proficiency as outlined in the ELD Standards and ELA Framework adopted by the State Board of Education? How does the program build candidates' skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in <u>CTEL Test/Section 2, Domain 3, Competency 0010</u>?

8.3   How does the coursework provide candidates with knowledge of strategies for teaching **reading and writing** as outlined in the ELD Standards and ELA Framework adopted by the State Board of Education? How does the program build candidates' skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in <u>CTEL Test/Section 2, Domain 3, Competency 0011</u>?

8.4   How does the coursework provide candidates with knowledge regarding **Specially Designed Academic Instruction Delivered in English (SDAIE)**? How does the program build candidates' skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in <u>CTEL Test/Section 2, Domain 3, Competency 0012</u>?

**Standard 9: Culture and Cultural Diversity and Their Relationship to Academic Achievement**

The program develops both broad and deep understanding of contemporary and historical concepts, issues, and perspectives related to culture and cultural diversity in California and the United States, The coursework addresses concepts and definitions of culture, including universal features of cultures (e.g., ethnocentrism, acculturation, cultural pluralism and congruence, intragroup and intergroup differences, impact of geography on cultural forms and practices). The coursework requires candidates to explore how cross-cultural contact and acculturation are affected by issues of power and status, psychological and social-emotional issues, and by social and economic factors. The program requires candidates to develop an understanding of major demographic trends related to linguistic and cultural diversity, as well as current trends and features of migration and immigration in California and in the United States. The coursework teaches candidates to develop conceptual understanding and requires them to demonstrate applied knowledge of cultural similarities and differences in communication styles, strategies for fostering positive crosscultural interactions among culturally diverse students, and challenges involved in cultural contact. The coursework also requires candidates to analyze how this knowledge can be directly applied to instruction of English Learners in order to support student development and learning.

**Essential Questions:**

9.1 How does the certificate coursework provide candidates with knowledge of **cultural concepts and perspectives,** particularly with regard to their impact on English learners and their families? How does the program build candidates' skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test/Section 3, Domain 1, Competency 001?

9.2 How does the coursework provide candidates with knowledge of issues relating to **cultural contact** (e.g., processes of cultural contact, social-emotional issues attributed to cultural contact, and phases of acculturation), and how these impact English learners' experiences in educational contexts? How does the program build candidates' skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test/Section 3, Domain 1, Competency 002?

9.3 How does the coursework provide candidates with knowledge regarding **cultural diversity in California and the United States,** including major historical and current demographic trends and migration-immigration patterns? How does the program build candidates' skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test/Section 3, Domain 1, Competency 003?

9.4 How does the coursework provide candidates with knowledge regarding **crosscultural interactions** and how they are affected by cultural differences in communication patterns and discourse? How does the program build candidates' skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test/Section 3, Domain 1, Competency 001?

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**Standard 10: Culturally Inclusive Instruction**

The program provides candidates with conceptual understanding of culturally inclusive instruction and the important role that culture plays in school and classroom settings, and teaches candidates strategies on how to acquire in-depth knowledge of English learners' home cultures and cultural experiences. The program requires candidates to examine their own cultural beliefs, attitudes, and assumptions and how this assumptions impact student learning and achievement. The coursework has candidates demonstrate how to apply this knowledge to create culturally inclusive learning environments in the classroom and school (e.g., setting high expectations for all students, having high levels of respect for cultural and linguistic diversity). The program teaches candidates how to apply culturally responsive practices that involve families and the community in decision-making processes and in students' learning. The program requires candidates to demonstrate understanding of the features, goals, and outcomes of different approaches to multicultural curriculum and how to implement strategies that reflect an inclusive approach with regard to students cultural and language backgrounds. Candidates are taught how to apply knowledge of culturally influenced learning styles and to apply knowledge of English learners' cultural backgrounds and experiences to instructional planning and implementation.

**Essential Questions:**

10.1   How does certificate coursework provide candidates with an understanding of the **role of culture in the classroom and school** and its impact on English learners' learning and achievement?  How does the program build candidates' skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test/Section 3, Domain 2, Competency 005?

10.2   How does the coursework require candidates to demonstrate understanding of the factors in school and in the classroom that support a **culturally inclusive learning environment**?  How does the program build candidates' skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test/Section 3, Domain 2, Competency 006?

10.3   How does the coursework require candidates to demonstrate understanding of **family and community involvement** (e.g., rationale for and outcomes of family and community involvement, roles of family and community members in planning and implementing culturally inclusive curriculum and instruction)?  How does the program build candidates' skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test/Section 3, Domain 2, Competency 007?

10.4   How does the coursework require candidates to demonstrate a conceptual and applied knowledge of **culturally inclusive curriculum and instruction**, and how to select curricula that are effective and inclusive?  How does the program build candidates' skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test/Section 3, Domain 2, Competency 008?

# Appendix A:

## Knowledge, Skills, and Abilities (KSAs) for the California Teacher of English Learners (CTEL) Examination and Programs

1.  Language and Language Development

2.  Assessment and Instruction

3.  Culture and Inclusion

# Components of the CTEL Examination andh Program Standards

| Section | Domain | Competencies |
|---|---|---|
| Language and Language Development | Domain 1: Language Structure and Use | Phonology and Morphology |
| | | Syntax and Semantics |
| | | Language Functions and Variations |
| | | Discourse |
| | | Pragmatics |
| | Domain 2: First- and Second-Language Development and their Relationship to Academic Achievement | Theories Processes and Stages of Language Acquisition |
| | | Theories, Models, and Processes of Second-Language Acquisition |
| | | Cognitive, Linguistic, and Physical Factors Affecting Language Development |
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| Assessment and Instruction | Domain 1: Assessment of English Learners | Principles of Standards-Based Assessment and Instruction |
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| | | Cultural Contact |
| | | Cultural Diversity in California and the United States |
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| | Domain 2: Culturally Inclusive Instruction | The Role of Culture in the Classroom and School |
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| | | Family and Community Involvement |
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# Test/Section 1: Language and Language Development

## DOMAIN 1:
## Language Structure and Use

### 001    Phonology and Morphology

- Demonstrate knowledge of features of English phonology (e.g., phonemes, intonation patterns, pitch, modulation), and the ability to help English Learners distinguish, identify and manipulate phonemes of English with a focus on transferable and non-transferable phonemes with a focus on features that may inhibit communication for different language groups.

- Analyze how English Learners' aural comprehension and pronunciation may be affected when English words contain phonemes that are unfamiliar to them such as diphthongs, schwa, consonant clusters that do not transfer positively from the student's primary language and identify strategies for promoting English Learners' auditory discrimination and production of English phonemes and phonological patterns positively from the students primary language.

- Demonstrate knowledge of features of English morphology and principles of English word formation (e.g., morphemes, combining a root and affix, recognizing common roots derived from Greek and Latin which are cognitive with English, combining two lexical morphemes to create a compound, using inflectional endings), with a focus on English morphemes that may inhibit communication for different language groups.

- Apply knowledge of morphology in order to identify strategies, including word analysis, for promoting relevant aspects of English Learners' language development (e.g., vocabulary, spelling, fluency).

- Apply knowledge of basic sound patterns in English reading and writing including digraphs, diphthongs, schwa usage, initial, medial and final consonant clusters, with a focus toward helping ELL students avoid interference due to nontransferable features from students home language

- Demonstrate knowledge of organized systematic explicit skills that promote fluent reading and writing, including; direct, systematic, explicit phonics, decoding skills, including spelling patterns, sound-symbol codes (orthography)utilizing students' prior knowledge to promote English Language Development in reading and writing

- Apply strategies for identifying and addressing English Learners' difficulties related to phonology and morphology (e.g., applying principles of contrastive analysis to determine differences between L1 and English, utilizing contrastive analysis resources in CA State adopted ELA programs K-6, using students' prior knowledge of L1 to promote English language development), vocabulary strategies to determine meaning of unknown words such as context clues, word structure, apposition, etc

- Demonstrate the ability to evaluate English Language Development (ELD) programs for adequate attention to the areas of phonology and morphology.

# Test/Section 1: Language and Language Development

**002    Syntax and Semantics**

- Demonstrate knowledge of syntactic classes (e.g., noun, verb, adjective, preposition), syntactic rules in English (e.g., verb tense, subject-verb agreement), and English sentence patterns.

- Apply knowledge of syntactic rules and sentence patterns to provide accurate modeling of English syntax and to promote English Learners' communicative competence.

- Apply strategies for identifying and addressing English Learners' difficulties related to syntax (e.g., locating and using texts to learn about the syntax of English and students' home languages, applying principles of contrastive analysis, utilizing contrasting analysis resources in California State-adopted RLA/ELD programs; using students' prior knowledge of their primary language to promote English language development).

- Analyze English words, phrases, and sentences with respect to meaning (semantics).

- Apply strategies for identifying and addressing difficulties English Learners have with words, phrases and sentences with respect to semantics (e.g., words with multiple meanings, false cognates, idioms).

- Demonstrate understanding of how to apply knowledge of syntactic and semantic context clues to help determine meaning and resolve language ambiguities.

- Demonstrate the ability to evaluate ELD programs for adequate attention to the areas of syntax and semantics.

**003    Language Functions and Variation**

- Demonstrate knowledge of the different social functions of language (e.g., to inform, amuse, control, persuade).

- Demonstrate knowledge of language structures appropriate to specific academic language functions (e.g., describing, defining, explaining, comparing, contrasting, making predictions, persuading) across the content areas.

- Identify different types of variation that occur in a language (e.g., dialects, historical variation, social versus academic language) and demonstrate knowledge of why language variation evolves (e.g., reasons involving geographic, political, cultural, social, and vocational issues).

- Identify factors that influence a speaker's or writer's choice of language variation for a given discourse (e.g., the context or setting of the discourse; the speaker's age, gender, culture, level of education, social class, vocation).

- Apply strategies for identifying and addressing difficulties English Learners may encounter in comprehending regional dialects or other varieties of English.

- Apply strategies for creating an instructional environment that respects English Learners' home language and variety of English.

- Demonstrate the ability to evaluate ELD programs for adequate attention to social and academic language functions.

**004    Discourse**

- Demonstrate understanding of the way sentences relate to one another to communicate meaning (e.g., conversations, texts).

- Analyze oral and written discourse with respect to cohesion and coherence.

- Identify similarities and differences between language structures used in spoken and in written English and apply strategies for teaching oral- and written-language structures to English Learners.

- Analyze text structures of different genres with respect to their language function (e.g., level of difficulty, featured language structures, writing style, complexity of syntax).

- Apply strategies for promoting English Learners' communicative competence by developing their discourse competence (i.e., ability to engage in oral and written discourse that is fluent, cohesive, and coherent and is responsive to the other participants in a communicative act), including utilizing CELDT speaking and writing rubrics to identify areas for instructional practice,

- Demonstrate the ability to evaluate ELD programs for adequate attention to developing English Learners' discourse competence appropriate to their assessed English proficiency level.

**005    Pragmatics**

- Recognize pragmatic features of oral and written language that influence or convey meaning (e.g., use of formal or informal registers, idiomatic expressions, gestures, eye contact, physical proximity).

- Identify key pragmatic features of various discourse settings in English (e.g., the classroom, a social event, a store, different types of correspondence).

- Identify factors that affect a speaker's or writer's choice of pragmatic features (e.g., cultural and social norms, setting, goals, purpose, participants in a discourse, audience, subject matter).

- Identify strategies for promoting English Learners' communicative competence by developing their verbal and nonverbal sociolinguistic competence (e.g., making the pragmatic features of the school and other settings explicit for English Learners; promoting students' ability to engage in oral and written discourse that is appropriate for a given context, purpose, and audience).

- Apply strategies for identifying and addressing difficulties English Learners have with respect to pragmatics.

- Demonstrate the ability to evaluate ELD programs for adequate attention to developing English Learners' sociolinguistic competence.

DOMAIN 2:
## First- and Second-Language Development and Their Relationship to Academic Achievement

**006    Theories, Processes, and Stages of Language Acquisition**

- Analyze the significance for teaching and learning of contemporary theories of language acquisition.

- Demonstrate knowledge of cognitive processes involved in synthesizing and internalizing language rules (e.g., memorization, categorization, generalization and overgeneralization, metacognition).

- Demonstrate knowledge of similarities and differences between first- and second-language acquisition, including identifying the characteristic features of the stages of first-language acquisition and the proficiency levels of second-language acquisition as identified in the CELDT.

**007    Theories, Models, and Processes of Second-Language Acquisition**

- Demonstrate understanding of current research based on theories and models of second-language acquisition.

- Demonstrate knowledge of cognitive and social strategies learners use in developing a second language (e.g., repetition, formulaic expressions, elaboration, self-monitoring, appeals for assistance, requests for clarification, role-play).

- Demonstrate understanding that language is acquired in a natural process wherein productive and expressive skills (speaking and writing) are facilitated by the development of receptive skills (listening and reading).

**008    Cognitive, Linguistic, and Physical Factors Affecting Language Development**

- Demonstrate knowledge of research based cognitive, linguistic, and physical factors affecting second-language development (e.g., prior knowledge, cognitive/learning styles, positive and negative language transfer, age, disabilities, lack of formal school experience).

- Analyze the pedagogical implications of cognitive, linguistic, and physical factors for the instruction of English Learners (e.g., with respect to assessing a student's language proficiency level, accessing prior knowledge, scaffolding language tasks, providing opportunities for comprehensible input and output, promoting communicative classroom interactions, monitoring students' progress, providing constructive feedback, building on students' prior knowledge of their primary language to promote English language development).

# Test/Section 1: Language and Language Development

**009**   **Affective Factors Affecting Language Development**

- Demonstrate knowledge of affective factors affecting second-language development (e.g., motivation, inhibition, attitudes, levels of anxiety and self-esteem, teacher expectations, classroom environment).

- Analyze the pedagogical implications of affective factors for the instruction of English Learners (e.g., with respect to lowering students' affective filters, providing supportive and constructive feedback, creating an inclusive classroom environment, valuing and validating students' home cultures and languages).

**010**   **Sociocultural and Political Factors Affecting Language Development**

- Demonstrate knowledge of sociocultural and political factors affecting second-language development (e.g., family expectations, acculturation patterns, value systems, prior educational experiences, school culture and organization, differential status of the primary language or dialect and the target language, language planning and policies, community influences).

- Analyze the pedagogical implications of sociocultural and political factors for the instruction of English Learners and for program organization (e.g., with respect to creating a culturally and linguistically inclusive classroom and school environment, providing culturally and linguistically inclusive instruction, respecting linguistic and cultural differences, promoting family and community involvement, evaluating program organization).

# Test/Section 2:  Assessment and Instruction

DOMAIN 1:
## Assessment of English Learners

**001    Principles of Standards-Based Assessment and Instruction**

- Demonstrate understanding of how the California English Language Development (ELD) support the English Language Arts (ELA) standards.

- Apply strategies for ensuring that differentiated, standards-based assessment and instruction address the needs of English Learners (e.g., taking into account the range of English proficiency levels represented in the classroom; providing multiple opportunities to develop English Learners' knowledge, skills, and abilities as outlined in the ELD and content standards; matching the purpose and level of an assessment to an appropriate assessment task; creating an appropriate testing environment; using multiple measures for assessing English Learners' performance with respect to a given standard).

- Demonstrate understanding of how to use formative and summative assessment to design and implement differentiated, standards-based instruction (e.g., Wiggins and McTighe's "backwards" lesson planning, curriculum calibration, curriculum mapping).

- Demonstrate an ability to use ELD and content standards to design and provide differentiated instruction and assessment based on students' assessed English proficiency level.

**002    Role, Purposes, and Types of Assessment**

- Demonstrate knowledge of state-mandated standardized assessments, including the role and use of data from the California English Language Development Test (CELDT) in designing, monitoring, and refining instruction and in identification, placement, and redesignation/reclassification.

- Demonstrate understanding of the role and purposes of assessment in programs for English Learners (e.g., identification, placement, progress, redesignation and reclassification, diagnosis, instructional planning, program evaluation).

- Demonstrate knowledge of assessment issues related to reliability, validity, and test bias and their significance for English Learners.

- Demonstrate applied knowledge of how to identify and address cultural and linguistic bias in student assessment (e.g., in relation to test administration, established norms, test content) and understand the process by which test developers work to eliminate such bias.

- Demonstrate understanding of various types of classroom assessments for English Learners and their purposes, features, and limitations (e.g., CELDT, authentic assessments, performance-based assessments, curriculum-based assessments, teacher-made tests).

# Test/Section 2: Assessment and Instruction

- Demonstrate understanding of the importance of selecting and using appropriate classroom assessments (e.g., district benchmarks, textbook assessments, differentiated levels of discussion questions for checking for understanding) that enable English Learners to demonstrate their knowledge and skills according to their English proficiency level .

## 003 Language and Content-Area Assessment

- Demonstrate knowledge of the characteristics, advantages, and limitations of various informal and formal ELD assessments (i.e., oral-language, reading, and writing assessments) and content-area assessments for English Learners.

- Demonstrate conceptual understanding and applied knowledge of how to interpret and use assessment results in the areas of oral language, reading and writing, and the content areas, including being able to identify student variations in performance that are not related to language acquisition and that may require special attention or referral (e.g., Gifted and Talented Education [GATE], Student Study Team [SST], Special Education, intervention programs).

- Demonstrate an ability to analyze student assessments and assessment results in order to modify and differentiate instruction, to plan strategies for reteaching specific content and/or skills as necessary, and to select or design classroom modifications/interventions to address individual English Learners' needs.

- Apply strategies for differentiating and scaffolding ELD and content-area assessment tasks for English Learners.

## DOMAIN 2:
## Foundations of English Language/Literacy Development and Content Instruction

## 004 Foundations of Programs for English Learners

- Demonstrate understanding of the historical, legal, and legislative foundations of educational programs for English Learners, including federal laws, state laws and policies, judicial decisions, and demographic changes and their effects on educational programs for English Learners (e.g., Title III of the No Child Left Behind Act of 2001[NCLB]; Individuals with Disabilities Education Improvement Act of 2004 [IDEA]; Prop. 227; *Williams v. State of California*; *Lau v. Nichols*).

- Demonstrate knowledge of federal and state requirements for program implementation (e.g., Title III of NCLB; IDEA; Prop. 227; *Williams v. State of California; Lau v. Nichols*) .

- Demonstrate understanding of the political foundations of educational programs for English Learners (e.g., views and attitudes about bilingualism, heritage-language movement, English-only movement).

# Test/Section 2:  Assessment and Instruction

- Demonstrate understanding of basic empowerment issues related to the education of English Learners (e.g., creating a positive affective environment for all students, including English Learners, in the classroom and the school; promoting inclusive parent and community involvement; valuing cultural and linguistic diversity; respecting parent program choices).

- Demonstrate understanding of equity issues related to the education of English Learners (e.g., achievement gap, dropout rates, expulsion and detention rates, retention/promotion, tracking, access to AP classes, segregation, length of program, special education placement, gifted education placement, teacher qualifications, teacher retention, funding and resources).

- Demonstrate understanding of the impact of district and school philosophies on educational policies and practices for English Learners.

- Demonstrate knowledge of the philosophy/assumptions, characteristics (e.g., placement and exit criteria, program length, class composition, language components), and research on the effectiveness of various types and models of programs for English Learners in California.  For example:
  a. Alternative course of study (e.g., transitional/developmental bilingual educational programs, dual-language programs, heritage-language programs)
  b. Structured English Immersion (SEI)
  c. English-language mainstream programs with additional and appropriate support

- Demonstrate understanding of required program components for English Learners, including:
  a. English Language Development (ELD) (as described in the RL A Framework, "Universal Access" section)
  b. Access to core curriculum (primary language instruction/support, Specially Designed Academic Instruction Delivered in English [SDAIE], Content-based ELD)

- Use assessment to identify appropriate program components for individual English Learners (based on English language proficiency, prior formal schooling, length of time at a given CELDT proficiency level and current grade level).

- Demonstrate understanding of the similarities and differences between ELD and SDAIE (e.g., compare and contrast the goals, purposes, features, benefits, and limitations of ELD, Content-based ELD, and SDAIE) and how they interrelate and work together to provide maximum and continuing language development and achievement of core content standards for English Learners.

- Demonstrate knowledge of parent notification rights regarding program options for English Learners (e.g., waiver process) and how to communicate such rights in an appropriate and effective medium (e.g., bilingual phone calls, home visits, primary language materials, videos).

## 005    Foundations of English Language Literacy

- Demonstrate understanding of links between oral and written language and an ability to use oral language proficiency to promote literacy and vice versa.

# Test/Section 2: Assessment and Instruction

- Demonstrate understanding of personal factors affecting English language literacy development (e.g., primary-language literacy level; transfer of primary-language literacy; prior knowledge, education, and background experiences; level of English language proficiency; vocabulary knowledge; motivation).

- Demonstrate understanding of pedagogical practices affecting English language literacy development across the curriculum. For example:

   a. Utilizing English Learners' prior knowledge to promote English language development in reading and writing

   b. Creating a language-rich environment

   c. Providing a balanced, comprehensive reading program

   d. Planning meaningful and purposeful literacy activities

   e. Using standards-based thematic unit organization

   f. Selecting appropriate reading materials

   g. Providing explicit instruction in key skills

   h. Adapting instruction and materials to meet the special needs of English Learners

   i. Scaffolding literacy activities

   j. Integrating listening, speaking, reading, and writing).

- Demonstrate knowledge of effective approaches and scaffolding strategies that can be used to develop English Learners' reading and writing proficiency in English across the curriculum (e.g., Language Experience Approach, frontloading vocabulary and language functions, interactive journals, shared reading, learning logs, process writing, graphic organizers, pre-reading activities).

## 006    Instructional Planning and Organization for ELD and SDAIE

- Demonstrate understanding of levels of English language development and their significance for instructional planning, organization, and delivery for ELD and SDAIE.

- Demonstrate an ability to develop lesson objectives and assessments addressing both ELD and content standards appropriate to English Learners' English language proficiency and grade levels.

- Demonstrate knowledge of how to use different student-grouping strategies for different purposes (e.g., language development, conceptual development, classroom community building) with both individual and group accountability.

- Demonstrate understanding of the importance of organizing daily ELD instruction around meaningful standard aligned concepts and balancing direct (explicit) instruction with student-centered learning.

- Demonstrate knowledge of how to create a physical setting that supports student interactions (e.g., through the arrangement of the space), provides a language-rich environment (e.g., through the display and use of a variety of print materials in L1 and English), and offers stimuli for conversations (e.g., through the display and use of objects such as study prints, maps, puzzles, and artifacts).

- Demonstrate understanding of how to use team teaching, peer tutoring, utilizing educational technologies, and  working with bilingual paraprofessionals to support student learning.

- Apply strategies for involving families and the community and for establishing connections between the school and home to promote student achievement.

## 007    Components of Effective Instructional Delivery in ELD and SDAIE

- Apply strategies for identifying the difficulty level of the academic language required for a given language or content-area task (e.g., Cummins's four quadrants).

- Apply scaffolding strategies for providing English Learners with support to enable them to successfully complete tasks that require academic language proficiency.  For example:
  a. Modifying language without simplification (e.g., modifying vocabulary, speed, stress, intonation), including use of paraphrasing and repetition
  b. Activating students' prior knowledge
  c. Using L1 to facilitate learning
  d. Contextualizing language (e.g., embedding language in an understandable context)
  e. Using media technologies and other visual supports
  f. Using realia, manipulatives, and other hands-on materials that take advantage of other modalities
  g. Using formative and summative assessment and reteaching

- Apply strategies for checking for comprehension during instruction, including monitoring comprehension frequently, checking for different levels (i.e., literal, inferential, and evaluative) of comprehension, and using effective questioning techniques (e.g., providing sufficient wait time, framing questions appropriately, using different question types for students with different linguistic needs).

- Apply knowledge of how to provide explicit instruction in learning strategies (e.g., cognitive academic language learning approach [CALLA]).

- Apply knowledge of how to provide explicit instruction in content-specific discourse skills (e.g., procedural and declarative vocabulary, forms/functions, genres, tasks).

## 008    Effective Resource Use in ELD and SDAIE

- Demonstrate knowledge of how to select and use culturally responsive, age-appropriate, and linguistically accessible materials and resources that are suitable to English Learners' developing language and content-area abilities, including use of materials in the primary language.

- Apply strategies for modifying age- and grade-level appropriate materials and resources to meet the cognitive, linguistic, cultural, and academic needs of English Learners.

- Demonstrate understanding of the importance of using an appropriate variety of multicultural materials for language and content-area learning, including books and other print media, visual aids, props, realia, manipulatives, materials that access other modalities, and human resources.

- Demonstrate understanding of the appropriate use of technological resources to enhance language and content-area instruction for English Learners (e.g., Web, software, computers, related devices) and apply strategies for using software and Internet resources effectively in ELD and core content-area instruction.

## DOMAIN 3:
## Approaches and Methods for ELD and Content Instruction

**009    ELD—Approaches and Methods**

- Demonstrate knowledge of the current theoretical bases, goals, key features, and effectiveness of current researched based ELD approaches.

- Demonstrate understanding of the importance of emphasizing meaningful and purposeful communicative interactions (both oral and written) to promote English Learners' language development and content-area learning and demonstrate knowledge of strategies for promoting communicative interactions (both oral and written) among students.

- Demonstrate understanding of the importance of using implicit and explicit instruction appropriately with regard to error correction and grammar development (e.g., emphasizing fluency and communication, recognizing when students may benefit from explicit instruction).

- Demonstrate understanding of how to implement content-based ELD (e.g., integrating ELD standards into content teaching; selecting meaningful subject matter; using appropriate grade-level content, vocabulary, and discourse skills).

**010    ELD—Listening and Speaking**

- Demonstrate understanding of the relationship between the ELD and ELA standards in listening and speaking and how to apply these standards for English Learners at different proficiency levels (i.e., beginning, early intermediate, intermediate, early advanced, and advanced).

- Demonstrate conceptual understanding and applied knowledge of strategies for promoting students' knowledge, skills, and abilities related to the ELD and ELA standards in listening and speaking, including:
  a. Comprehension (e.g., listening to stories and information and responding appropriately using both verbal and nonverbal responses; listening for main ideas, details, and sequences; listening for implied meaning; applying knowledge of vocabulary, idiomatic expressions, discourse markers, organization, and tone)
  b. Comprehension, organization, and delivery of oral communication (e.g., listening and responding appropriately in different contexts; making oneself understood when speaking by using standard English grammatical forms, sounds, intonation, pitch, and modulation; applying strategies for initiating and negotiating conversations; applying strategies for varying speech according to purpose, audience, and subject matter; retelling stories and conversations; restating ideas from oral presentations; participating in conversations with peers and adults; delivering oral presentations)
  c. Analysis and evaluation of oral and media communications (e.g., responding orally to questions, identifying types of media) (Page 187 of the Reading Language Arts Framework)

- Demonstrate knowledge of strategies for facilitating English Learners' listening comprehension and speaking skills across the curriculum (e.g., frontloading key vocabulary and language functions, preteaching, brainstorming questions prior to a presentation, cooperative learning, whole-class and small-group discussions, role-plays, interviews, debriefing after a presentation).

## 011    ELD—Reading and Writing

- Demonstrate understanding of the relationship between the ELD and ELA standards in reading and how to use these standards for English Learners at different proficiency levels.

- Demonstrate conceptual understanding and applied knowledge of strategies for promoting students' knowledge, skills, and abilities related to the ELD and ELA standards in reading as described in the RLA Framework and emphasized in the CELDT reading component,  including:
  a. Word analysis (e.g., concepts about print; phonemic and morphemic awareness; vocabulary and concept development; decoding; word recognition, including structural analysis, recognition of cognates, and other word identification strategies)
  b. Fluency (e.g., reading aloud with appropriate pacing, intonation, and expression; applying word recognition skills)
  c. Systematic vocabulary development (e.g., applying word recognition skills, using content-related vocabulary, recognizing multiple-meaning words, applying knowledge of text connectors, recognizing common abbreviations, using a dictionary, using morphemes and context to understand unknown words)

    d. Reading comprehension (e.g., features, structures, and rhetorical devices of different types of texts; comprehension and analysis of grade-level-appropriate texts; identifying fact and opinion; identifying cause and effect; using a text to draw conclusions and make inferences; describing relationships between a text and one's own experience; evaluating an author's credibility)

    e. Literary response and analysis (e.g., narrative analysis of grade-level-appropriate texts, structural features of literature, literary criticism)

- Demonstrate understanding of the relationship between the ELD and ELA standards in writing and how to use these standards for English Learners at different proficiency levels to support activities of the ELA standards.

- Demonstrate understanding of the use of a variety of genres and multicultural texts appropriate to the student's English proficiency level.

- Demonstrate conceptual understanding and applied knowledge of strategies for promoting students' knowledge, skills, and abilities related to the ELD and ELA standards in writing as described in the RLA Framework and emphasized in the CELDT writing component, including:

    a. Writing strategies and applications (e.g., penmanship development; the writing process, including organization, focus, evaluation., and revision; applying research and technology)

    b. Using writing that reflects purpose, speaker, audience, and form across different writing genres (e.g., narrative, expository, persuasive, descriptive)

    c. English language conventions (e.g., capitalization, punctuation, sentence structure, grammar, spelling)

## 012    Specially Designed Academic Instruction Delivered in English (SDAIE)

- Demonstrate understanding of key procedures used in planning SDAIE lessons. For example:

    a. Include language objectives and grade-level content objectives in the lesson.

    b. Determine task complexity and amount of scaffolding required.

    c. Select multiple strategies to access and assess students' prior knowledge.

    d. Identify strategies for creating background knowledge.

    e. Identify ways to provide students with cognitively engaging input (both oral and written) with contextual support (e.g., visuals, manipulatives, realia, primary-language support, paraphrasing, focus questions).

    f. Identify ways to use modeling and multiple opportunities for guided and independent practice to achieve content and language objectives, including carefully scaffolding interactions (e.g., teacher-student, student-student, student-text).

    g. Identify ways to promote students' active language use with respect to the lesson's content (e.g., using primary language,, cooperative learning tasks).

    h. Select multiple strategies to assess students' mastery of language objectives and grade-level content objectives (including using authentic assessment) and scaffold assessment tasks when necessary.

# Test/Section 2: Assessment and Instruction

- Demonstrate understanding of key strategies used in implementing SDAIE lessons. For example, scaffolding strategies that:
  a. Access English Learners' prior knowledge (e.g., concepts, vocabulary) related to a lesson, including using an additive cultural approach.
  b. Contextualize a lesson's key concepts and language (e.g., using materials, resources, and activities to support contextualization).
  c. Modify and augment State-adopted content-area textbook(s) to address English Learners' language needs, including the incorporation of primary language resources.
  d. Demonstrate or model learning tasks.
  e. Use questions to promote critical-thinking skills (e.g., analytical and interpretive questions).
  f. Provide English Learners with explicit instruction in metacognitive and cognitive strategies (e.g., debriefing, using text features, using self-evaluation and reflection).
  g. Develop English Learners' academic language (e.g., frontloading vocabulary).
  h. Provide clear models of expected performance outcomes.
  i. Transform text from one genre to another genre.
  j. Provide opportunities for English Learners to engage in analysis and interpretation of text, both oral and written.
  k. Provide English Learners with opportunities to learn and use forms of English language necessary to express content-specific academic language functions (e.g., analyzing, comparing, persuading, citing evidence, making hypotheses).
  l. Provide authentic opportunities for English Learners to use the English language for content-related communicative purposes with both native and nonnative speakers of English.
  m. Assess attainment of lesson content using multiple modalities (e.g., verbal, nonverbal).
  n. Provide comprehensible and meaningful corrective and positive feedback to English Learners.

- Apply knowledge of procedures and strategies used in SDAIE to plan, implement, and evaluate SDAIE lessons that are effective in developing English Learners' academic language and content-area knowledge and skills and in leading them to full English language proficiency.

# Test/Section 3: Culture and Inclusion

## DOMAIN 1:
## Culture and Cultural Diversity and Their Relationship to Academic Achievement

### 001 Cultural Concepts and Perspectives

- Demonstrate understanding of concepts and perspectives used in defining culture (e.g., cultural universals, cultural relativism, ethnocentrism, cultural pluralism, cultural congruence, impact of geography on cultural forms and practices, intragroup and intergroup differences).

- Demonstrate understanding of external and internal elements of culture and how they exemplify cultural perspectives. For example:
  a. External elements of culture (e.g., shelter, clothing, food, arts and literature, religious structures, government, technology, language)
  b. Internal elements of culture (e.g., values, customs, worldview, mores, beliefs and expectations, rites and rituals, patterns of nonverbal communication, social roles and status, gender roles, family structure, patterns of work and leisure)

- Apply strategies for analyzing the significance of and responding to student diversity in relation to external and internal elements of culture.

- Demonstrate understanding of historical and contemporary perspectives on cultural diversity and multicultural education with a focus on how student interaction and grouping patterns are affected by:
  a. Issues of power and status
  b. Impact and interplay of demographic trends
  c. Bias and discrimination with regard to inter- and intragroup differences, including social class, age, gender, occupation, education level, geographic isolation, race, U.S.-born versus immigrant status, sexual orientation, and handicapping condition

- Demonstrate understanding of political and socioeconomic factors affecting English Learners and their families (e.g., parents'/guardians' voting and citizenship status, family income and employment, housing, health care availability, parents'/guardians' level of educational attainment).

- Demonstrate knowledge of practical applications of current research and researched-based theories related to cultural factors that influence the achievement of English Learners.

### 002 Cultural Contact

- Demonstrate understanding of differences among various processes of cultural contact (e.g., assimilation, acculturation, biculturalism, accommodation).

- Demonstrate understanding of psychological and social-emotional issues involved in experiencing different cultures (e.g., culture shock, psychological distance).

- Demonstrate understanding of stages or phases of acculturation (e.g., honeymoon, culture fatigue/shock, adjustment/adaptation, acceptance) and the features associated with each phase.

# Test/Section 3: Culture and Inclusion

- Demonstrate understanding of factors that promote or impede adjustment to different cultures.

- Analyze English Learners' experiences in relation to concepts of cultural contact and apply related knowledge to educational contexts (e.g., problem solving, student interactions, conflict resolution).

**003     Cultural Diversity in California and the United States**

- Demonstrate knowledge of major demographic trends related to the cultural and linguistic diversity of California and the United States (e.g., primary languages spoken by English Learners).

- Demonstrate understanding of current trends and features of migration and immigration in California and the United States. For example:
  a.  Contemporary causes of migration and immigration (e.g., push/pull factors), both voluntary and forced
  b.  Characteristics of contemporary migrants and immigrants (e.g., countries of origin, destinations, levels of education, socioeconomic status, native languages, secondary migration)

- Demonstrate understanding of important issues and challenges faced by culturally and linguistically diverse groups in California and the United States. For example:
  a.  Challenges associated with primary language maintenance and loss
  b.  Challenges associated with various stages or phases of acculturation
  c.  Issues related to an individual's legal status (e.g., documented, undocumented refugee), including the relationship of individuals to their nation of origin and types/availability of support networks and services
  d.  Societal and intragroup challenges to culturally and linguistically diverse groups (e.g., prejudice and discrimination, economic challenges, interactions between newcomers and U.S.-born members of the same cultural group)
  e.  Challenges associated with group stereotypes and individual variation

- Use knowledge of issues and challenges faced by culturally and linguistically diverse groups to provide effective instruction and equitable access to English Learners.

**004     Crosscultural Interaction**

- Demonstrate understanding of cultural differences in patterns of nonverbal communication (e.g., distance between speakers; eye contact; gestures; touching; facial expressions, including smiles).

- Demonstrate understanding of cultural differences in oral discourse patterns and practices (e.g., ways conversations open and close, timing of responses, turn-taking practices, volume of voice, use/role of silence) and cultural differences in written discourse (e.g., style of argumentation, use of voice, formality level, organizational structure).

- Apply strategies for providing authentic opportunities for English learners to use the English language for communicative purposes with both native and nonnative speakers of English in both social and academic settings and demonstrate conceptual understanding and applied knowledge of how to facilitate positive interactions among culturally diverse students.  For example, explicitly teaching about:
  a. Cultural differences in communication styles
  b. Intercultural communication strategies
  c. Strategies for resolving cultural conflicts (e.g., conflict resolution strategies)
  d. Strategies that enable students to appreciate and analyze multiple perspectives
  e. Strategies for helping students become aware of the concepts of ethnocentrism and cultural relativism

- Demonstrate an ability to analyze schools' and classrooms' implicit cultural values and preferences and their differential impact on students from diverse cultural groups.

DOMAIN 2
## Culturally Inclusive Instruction

**005    The Role of Culture in the Classroom and School**

- Demonstrate understanding of the important role culture plays in the classroom and the school and how the degree of congruence between the school/classroom culture and a student's home culture can affect the student's learning and achievement.

- Demonstrate conceptual understanding and applied knowledge of the importance of examining how a teacher's own cultural beliefs, values, attitudes, and assumptions impact learning and achievement among students from diverse cultural backgrounds (e.g., classroom management style, teaching style, interactions with students and parents).

- Apply strategies to acquire in-depth knowledge of English Learners' home cultures and cultural experiences (e.g., using observations, community resources, home visits, interviews, informal conversations, written and oral histories).

- Apply strategies for providing authentic opportunities for English Learners to use the English language for communicative purposes with both native and nonnative speakers of English in both social and academic settings.

**006    Culturally Inclusive Learning Environment**

- Demonstrate understanding of characteristics of classroom and school environments that facilitate culturally responsive accommodations to diverse communities.

- Demonstrate understanding of factors that contribute to classroom and school environments that support cultural diversity and student achievement.  For example:
  a. High expectations for all students
  b. High level of respect for cultural and linguistic diversity, including valuing and validating the primary language and its use

    c. High level of interaction among students with different backgrounds (e.g., cooperative group work)

    d. Multicultural perspectives infused throughout the curriculum

    e. Use of proactive approach to cultural conflict (e.g., by openly discussing topics such as prejudice, discrimination, racism, stereotypes, and intergroup and intragroup relations)

    f. Zero tolerance for culturally insensitive behavior

    g. Strong parent/guardian and community involvement in class and school activities and in school organizations and programs

- Apply knowledge of attitudes, practices, and strategies for creating culturally inclusive classroom and school environments and for promoting all students' achievement.

## 007    Family and Community Involvement

- Demonstrate understanding of family and community involvement with regard to culturally inclusive curriculum and instruction (e.g., rationale for and outcomes of family and community involvement, roles of family and community members in planning and implementing culturally inclusive curriculum and instruction).

- Demonstrate understanding and apply knowledge of culturally responsive strategies for communicating with family members (e.g., knowledge of potential site resources for translating communications to the home) and for involving family members in their children's learning.

- Demonstrate understanding and apply knowledge of strategies for involving community members in the classroom and school (e.g., providing insight about different cultural, religious, and linguistic traditions; sharing content expertise).

- Demonstrate understanding of and plan strategies for involving language minority parents/
guardians and community members in school governance and decision-making processes (e.g., serving on district and school committees).

- Demonstrate understanding and apply knowledge of strategies for addressing conflicts related to differences in cultural values among students, teachers, parents/guardians, and/or the community.

## 008    Culturally Inclusive Curriculum and Instruction

- Demonstrate understanding of features, goals, and outcomes of different approaches to multicultural curriculum reform, from additive to transformative.

- Demonstrate knowledge of content included in an effective multicultural curriculum and resources for multicultural curriculum development.

- Demonstrate conceptual understanding and applied knowledge of attitudes and instructional practices and strategies that reflect an inclusive approach with regard to students' cultural and language backgrounds.

# Test/Section 3: Culture and Inclusion

- Apply knowledge of culturally influenced (e.g., different attitudes toward conformity and individuality, different values regarding cooperation and competition, different expectations and preferences with regard to teacher-student interactions and instructional formats) when planning and implementing instruction.

- Demonstrate understanding of how to apply knowledge of English Learners' cultural backgrounds and experiences to instruction (e.g., to help contextualize language and content for students, to help students access prior knowledge.

# Appendix B

# Implementation of the CTEL Program Standards

**Timeline for Implementing the CTEL Program Standards for CLAD Certification**

Institutions may submit responses to the CTEL program standards any time after March 1, 2007. Before a CTEL Program may enroll candidates and begin instruction, the Committee on Accreditation (COA) must approve the program, based on a Commission-sponsored review of the document submission. In order to assist institutions in implementing the new CTEL standards, the Commission will be providing technical assistance prior to and during the implementation phase.

**Timeline for Individuals Completing CLAD Coursework**

Institutions currently offering coursework leading to the CLAD certificate must ensure that candidates complete all coursework under the prior guidelines no later than January 31, 2008. It is important to note that CLAD certificates issued under the prior requirements will continue to be valid for individuals who hold those documents. Therefore, it will not be necessary for holders of the CLAD Certificate to obtain the new certification.

Institutions wishing to submit to the CTEL Program Standards must complete a "Transmittal Form" and fax or mail the completed form to:

> Commission on Teacher Credentialing
> CTEL Program Standards Submissions
> 1900 Capitol Avenue
> Sacramento, CA 95814
> Fax Number: (916) 324-8927

# Appendix B

## Implementation of the CTEL Program Standards

### Table 1: Timelines for Implementing CTEL Programs for CLAD Certification

| Activity | Time Frame And/or Due Dates: |
|---|---|
| 1. Institutions can submit responses to the new CTEL program standards for approval by the Committee on Accreditation after this date | After March 1, 2007 |
| 2. CTEL Program submissions received and reviewed | March 1 – ongoing |
| 3. COA approval of CTEL Programs reviewed by expert review panel. CTEL programs will become part of the Accreditation System | June 2007 – ongoing |

### Table 2: Timeline for and Individual to Complete CLAD Coursework

| Activity | Time Frame And/or Due Dates: |
|---|---|
| 1. Final Date that a candidate may complete coursework under the previous CLAD certificate guidelines | January 31, 2008 |

**Review and Approval of California Teachers of English Learners (CTEL) Certificate Programs**

A regionally accredited institution of post-secondary education that would like to offer a certificate program for the California Teachers of English Learners may present a program proposal that responds to the new standards and preconditions. The submission of programs for review and approval is voluntary for colleges and universities. The Commission is prepared to review CTEL program proposals beginning March 1, 2007.

Selection, Composition and Training of Program Review Panels

Review panel members are selected because of their expertise in the area of teaching English learners and preparing teachers of English learners. Reviewers are selected from institutions of higher education, school districts, and county offices of education, professional organizations of English learner and bilingual educators, and statewide education organizations. Because the process is a professional review, the Commission strongly encourages institutions seeking program approval to designate a faculty member to serve as a reviewer as every program must be reviewed by at least two experts. Members are selected according to the Commission's adopted policies that govern the selection of panels. Members of the Commission's former English Learner Instructional Design Team are also invited to serve on the Program Review Panel.

The Commission staff conducts a training and calibration session that all reviewers must attend. Training includes:
- The purpose and function of certification programs for teachers of English learners.
- The Commission's legal responsibilities in program review and approval.
- The role of the review panel in making program determinations.
- The role of the Commission's professional staff in assisting the panel.
- A thorough analysis and discussion of the standards.
- Alternative ways in which the standard could be met.
- An overview of review team procedures.
- Guided practice and calibration in reviewing programs
- Constructive feedback for program revision.

The Commission is committed to conducting a program review process that is objective, authoritative, and comprehensive. The agency also seeks to be as helpful as possible to colleges and universities throughout the review process. Commission staff is available to consult during program document development.

Review of Preconditions. An institution's response to the preconditions is reviewed by the Commission's professional staff because the preconditions are based on Commission policies and do not involve issues of program quality. Preconditions are reviewed upon the institution's formal submission of a document.

Review of Program Quality Standards. Unlike the preconditions, the standards address issues of program quality and effectiveness, so each institution's response to the standards is reviewed by

educators and/or policymakers who have expertise in a particular area of teacher preparation. Once the review team determines that a proposed program meets all of the standards, the Commission's staff recommends the program for approval by the Commission at the first opportunity after the team's decision.

If the review team determines that the program does not meet the standards, the document will be returned to the institution with an explanation of the team's findings. Specific reasons for the team's decisions are communicated in a report to the institution. Representatives of the institution can obtain additional information about the report and assistance for the program revisions and resubmission from the Commission's staff. After changes have been made in the program, the proposal may be re-submitted to the Commission's staff for reconsideration by the panel.

Representatives of an institution can consult directly with the Commission's professional staff regarding programs that are in preparation or under review. The staff will respond to all inquiries expeditiously and knowledgeably, acting as liaison between the review teams and the program sponsors. Representatives of colleges and universities are restricted from direct association with the review teams for their programs.

If the review team determines that minor or technical changes should be made in a program, the responsibility for reviewing the resubmitted document rests with the Commission's professional staff, who then presents the revised program to the Commission for approval without further review by the panel.

# Appendix C

## Submission Guidelines for Institutions Wishing to Sponsor a CTEL Program

**Submission Guidelines for CTEL Program Standards Documents**

To facilitate the proposal review and approval process, Commission staff has developed the following instructions for organizations submitting documents for approval of CTEL Programs. It is essential that these instructions be followed accurately. Failure to comply with these procedures can result in a proposal being returned to the prospective program sponsor for reformatting and/or revision prior to being forwarded to program reviewers.

**Responding to Standards**

Preparing Responses to the Common Standards

The Commission adopted eight standards that relate to institutional resource available to all teacher preparation programs across *all* authorizations and subject matter disciplines:

Standard 1      Educational Leadership
Standard 2      Resources
Standard 3      Faculty
Standard 4      Evaluation
Standard 5      Admission
Standard 6      Advice and Assistance
Standard 7      School Collaboration
Standard 8      District Field Supervisors

These 8 standards are referred to as "Common Standards" because they apply all educator preparation programs. The "Common Standards" suggest certain institutional mechanisms that could be common to all credential and certificate programs. It is not required that the full Common Standards response for the institution is re-submitted. Instead, please submit information specific to the CTEL Program relative to the Common Standards.

Preparing Responses to Standards Specific to CTEL Programs: Program Design Standards and Candidate Competency Standards

Responses to Standards 1 through 3 of the CTEL Program Standards should address the institutional resources committed specifically to the certificate program as well as the thoughtful consideration to the goals and design of the certificate program within the context of the larger institution.

In preparing responses to all ten of the CTEL Program Standards, program proposals should provide sufficient information about how the program intends to deliver content consistent with each standard so that a knowledgeable team of professionals can determine whether each standard has been met by the program. The goal in writing the response to any standard should

be to describe the proposed program clearly enough for an outside reader to understand what a prospective teacher will experience, as he or she progresses through the program in terms of depth, breadth, and sequencing of instructional and field experiences, and what he or she will know and be able to do and demonstrate at the end of the program. Review teams will then be able to assess the responses for consistency with the standard, completeness of the response, and quality of the supporting evidence.

The written text should be organized in the same format as the standard itself. ***Responses that do not address all of each standard will be considered incomplete***. Responses should not merely reiterate the standard. They should demonstrate how the standard will be met by describing both the content and processes that will be used to implement the program and by providing evidence to support the explanation.

Lines of suitable evidence will vary with each standard. Some examples of evidence helpful for review teams include:
- Charts and graphic organizers to illustrate program organization and design
- Descriptions of faculty qualifications, including vitae for full time faculty
- Course or module outlines, or showing the sequence of course topics, classroom activities, materials and texts used, and out-of-class assignments
- Specific descriptions of assignments and other formative assessments that demonstrate how prospective teachers will reinforce and extend key concepts and/or demonstrate an ability or competence
- Documentation of materials to be used, including tables of contents of textbooks and identification of assignments from the texts, and citations for other reading assignments.
- Current catalog descriptions.

**Transmittal Documents**

Additional materials including the required Transmittal Cover Sheet are included at the end of this section. Sponsoring agencies should send the Sponsoring Organization Transmittal Cover Sheet with the original signatures of the program contacts and chief executive officer along with their proposal(s). In addition, each of the four copies of each proposal should begin with a copy of the Sponsoring Organization Transmittal Cover Sheet which is included at the end of this document.

**The program contact identified on the Transmittal Cover Sheet will be informed electronically and as changes occur. Program sponsors are strongly urged to consult the CTC website at www.ctc.ca.gov for updates relating to requirements for English learner authorizations and certification.**

**Each proposal must be organized in the following order:**
- Transmittal Cover Sheet
- Table of Contents
- Responses to Each Standard, including the Common Standards.

**The response to the standards must:**
- be tabbed/labeled to help guide the reviewers,
- have  numbered pages,
- include a matrix identifying which courses meet which standards to address the pre-conditions, and
- provide supporting evidence included after each response or organized into appendices. Evidence should be cross-referenced in the response, and appendices *must* be tabbed for easy access by reviewers.

## Transmittal Instructions

Sponsoring agencies are required to submit **two printed,  notebook copies** of their proposal(s), **and one unbound copy** to the following address:

Commission on Teacher Credentialing
Professional Services Division: CTEL Programs
1900 Capitol Avenue
Sacramento, CA  95814

In addition, **one electronic CD ROM copy of the proposal text**    (including supporting evidence where possible) should be submitted. This electronic submission should be in Microsoft Word, or a Microsoft Word compatible format.  Some phases of the review process will involve secure web-based editing.

## Packaging a Submission for Shipment to the Commission

Please do **not**:
- Use foam peanuts as packaging material
- Overstuff the binders. Use two binders if necessary.
- Overstuff the boxes in which the binders are packed, as these may break open in shipment.

Transmittal Cover Sheet

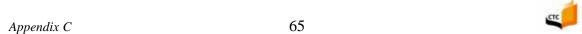## For Response to the California Teachers of English Learners (CTEL) Program Standards

**Program Sponsor (Name of Institution and Department)**

Please fill out the requested information below to help us plan for providing technical assistance in a timely manner.

**Contact Person**: _____Title:_____

Department: _____

Address: _____

Phone: _____        Fax: _____

Email: _____


**Second Contact Person**: _____Title:_____

Department: _____

Address: _____

Phone: _____        Fax: _____

Email: _____


**Submit to**: Commission on Teacher Credentialing
Professional Services Division:
CTEL Programs for CLAD Certification
1900 Capitol Ave.
Sacramento, CA 95814
Fax (916) 324-8927


*THIS FORM HAS TWO PAGES*

**CTEL Certifcate Program Sponsor -**

**(Page 2 of 2)**

Name _____

Title_____

Address_____

_____

Phone _____Fax _____

*E-mail*_____

**Chief Executive Officer** *(President or Provost; Superintendent):*

*Name*_____

Address_____

_____

Phone _____Fax _____

E-mail_____

**I Hereby Signify My Approval to Transmit This Program Document to the Commission on Teacher Credentialing:**

**CEO Signature** _____

**Title** _____

**Date**_____